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ABSTRACT

This document describes 48 educational projects implemented for 1971 under Title III of the Elementary and Secondary Education Act. The goal of Title III is to stimulate new and improved educational practices and to determine their effectiveness. Wisconsin E.S.E.A. funds were designated for 4 major areas: (1) innovative programs, (2) establishment of educational centers, (3) special educational programs, and (4) guidance, counseling, and testing. (DP)

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WISCONSIN TITLE III, E.S.E.A.

Wisconsin Department of Public Instruction
William C. Kahl / Superintendent

PS 006762

BUILDING FOUNDATIONS FOR EDUCATIONAL CHANGE

FOREWORD

The goal of Title III, Elementary Secondary Education Act in Wisconsin is to stimulate new and improved educational practices and to determine their effectiveness. Local educational agencies are encouraged and supported in their efforts to develop and introduce innovative programs, demonstrate worthwhile practices and utilize research to resolve critical educational problems.

A major thrust of Title III is to encourage through demonstration the adoption of innovative and exemplary programs. Thus it is important to disseminate information which will create an awareness and widespread knowledge of these programs.

It is the purpose of this publication to describe the projects currently in operation and funded under Title III. We hope you may find it useful in identifying programs which may contribute to your effort for the improvement of educational opportunities.

William C. Kahl
Superintendent of Public
Instruction

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Danny may hold the
may count the
Brenda may pass the

HISTORY OF TITLE III, ESEA

In 1965, the Congress of the United States passed the Elementary and Secondary Education Act providing for massive federal aids to education. Included in the Act was provision for Title III. The U.S. Office of Education in its Title III manual stated that the purpose of Title III is to develop imaginative solutions to educational problems; to more effectively utilize research findings; and to create, design, and make intelligent use of supplementary centers and services.

Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs: Therefore, Title III seeks to:

(1) encourage the development of innovations;

(2) demonstrate worthwhile innovations in educational practice through exemplary programs; and

(3) supplement existing programs and facilities.

In 1968, the Congress shifted major responsibility for administration of Title III from the U.S. Office of Education to the states. In Wisconsin, the Department of Public Instruction was designated as the state education agency responsible for administration of Title III. Offices are located at 126 Langdon Street, Madison, Wisconsin.

Following the ground rules established by Congress and implemented through the U.S. Office of Education, a State Plan for E.S.E.A. Title III has been developed.

The State Agency has also developed two manuals and material to assist local educational agencies to develop innovative programs to meet critical educational needs in their areas. Since 1968, ninety-six (96) projects have been funded by Title III, E.S.E.A., in Wisconsin.

The Program Administrator for Title III in Wisconsin is Russell S. Way. Other staff include William Bowman, Educational Center Coordinator; Doris M. Cook, Program Consultant; Mary Jane Even, Director of Dissemination; and Frances Kimmey, Program Consultant.

PROVISIONS FOR PROGRAM FUNDS

The goal of Title III is to stimulate new and improved educational practices and to determine their effectiveness.

Allocation of Title III funds within the state have been designated in these major areas:

1. Not less than 50 per cent of the state's allocation will be used for innovative, exemplary or adaptive programs by local education agencies.

2. Not more than 37 per cent of the state's available funds will be directed toward the establishment and support of educational centers.

3. Not less than 15 per cent of the total allocation will be utilized for special programs for handicapped children. The kinds of programs which are appropriate for funding under this category are those which meet the special needs of handicapped children, defined as: educable mentally retarded, hard of hearing, seriously emotionally disturbed, crippled, or other health-impaired children who, by reason thereof, require special education or related services.

4. Guidance, Counseling and Testing has been added to ESEA, III as a designated program area. This action follows Congressional amendment during 1969-70 which resulted in a merger of the National Defense Education Act, Title V-A (NDEA, V-A) with the Elementary and Secondary Education Act, Title III (ESEA, III). The present program for guidance is known as ESEA, III - Counseling, Guidance and Testing. The minimum provision for funding under Guidance, Counseling and Testing is desgnated by Statute to be: "A state shall expend for Title V-A, NDEA purposes in any fiscal year through FY - 1973 an amount at least equal to 50 per cent of the amount expended from Federal grant funds by that State in FY 1970 for the purposes of Title V-A, NDEA."

TITLE III, ESEA

WISCONSIN

PROJECTS

1971

FISCAL

YEAR

There were forty-eight projects in Wisconsin in fiscal year 1971. Of these forty-five were operational projects and three were planning projects. Fifteen of these projects terminated during the period.

Of the total ninety-six projects funded in Wisconsin since 1968, over seventy percent have been continued by local funds upon termination of federal funding.

Further information regarding all projects, publications and available material may be secured from the State Title III, E.S.E.A. office, Department of Public Instruction, 126 Langdon Street, Madison Wisconsin, 53706.

Phone: area code 608-266-2459.

Do Drugs, Narcotics, Alcohol and Tobacco Have a Place in Your Life?

The Cooperative Educational Service Agency #8 region is no different from other areas of the state or nation in that it faces a very serious social challenge--drug abuse. Arrests and student surveys show that the problem is acute and growing. The youth know what various drugs will do for them--but not what the drug will do to them.

A CESA #8 survey of 1,140 students in grades 7-12 in four schools in May of 1970 indicates that:

. 4.6% use marijuana more than infrequently.

. 58% use beer more than infrequently.

. A small number of students--about 16%--experiment with other drugs.

. The so-called "drug culture group" myth is destroyed in this particular survey. The respondents were evenly divided as to the type of individual who uses drugs.

. The smaller rural communities have a higher percentage of students drinking beer, but fewer using drugs.

. 53% of the students feel that the taking of drugs satisfies a feeling of belonging to their "group."

. 56% do not feel that laws pertaining to drug abuse should be more lenient.

. 56% feel that drug users are crying for help. What can we do at school or home to aid this situation?

The intent of the project, begun in 1969, is to initiate a total community educational program with three goals: (1) a staff improvement program, particularly in the area of communication skills, interpersonal relations, as well as the factual knowledge of drugs and the areas of concern; (2) timely curriculum development in K-12 grades in the area of social studies in order to provide meaningful learning experience in drugs, alcohol and tobacco in its proper sequence; (3) a community adult drug education council to develop an awareness and to coordinate the local agencies' efforts being made, to meet this challenge to our youth. A valuable by-

Project Director:

Mr. Carl A. Strassburg
CESA #8
107 North Douglas Street
Appleton, Wisconsin 54911

Operational Year: 1/1/71-8/31/71

product will be to develop a regional (CESA located) wide information center on drugs to be available to all schools.

Students, teachers, administrators, social agencies, parents and specialists are involved in designing a model curriculum.

One highlight of this project, and a source of real need, is knowledge and communication skills teachers will receive in inservice training and resources available to assist them to effectively speak with students about drugs, alcohol and tobacco.

The focus on a coordinated community effort with adult seminars series for parents, etc. will give teachers support for the curriculum. Development of improved channels of communication between parents and children will be emphasized. Local resource people, such as law enforcement officials, social workers and experts in rehabilitation and university resource people, such as members of University Hospital Staff, will be directly involved.

There are now 4 full-time professional instructors serving as inservice leaders in the various schools in CESA #8.

Procedures include Saturday and after school information sessions for teachers, summer curriculum workshops, adult community programs and extensive evaluation. Drug education will become part of the regular curriculum and taught in an ongoing sequence.

The problem did not arise overnight nor can we correct it overnight. Its solution necessitates total community involvement. The program will be operating at its optimum level in about three years. This will require much work by many citizens, teachers, consultants, and civic and social organizations.

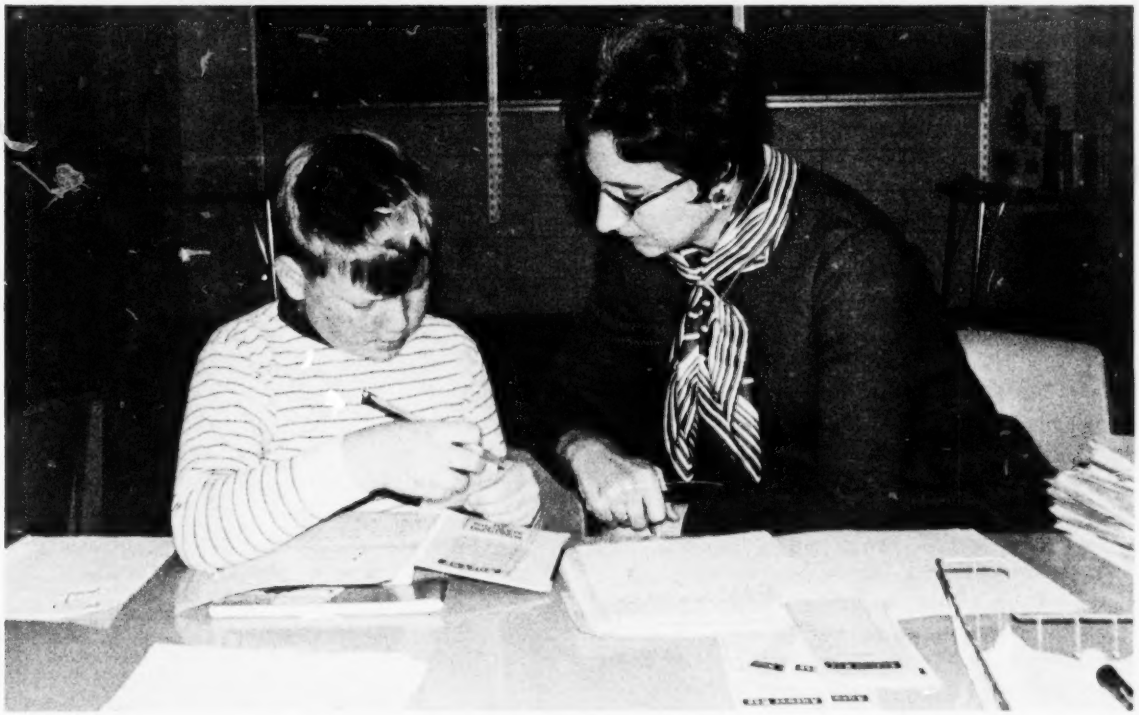
ED 006762

Individualized Training/Retraining Centers

Project Director:

Mr. Greg McElwee
Project Interact
1155 North 10th Avenue
Cedarburg, Wisconsin 53012

Operational Year: 11/16/70-11/15/71



to Facilitate Individualization of Instruction

INTERACT is a teacher retraining project under E.S.E.A. Title III as a cooperative venture between the public school systems of Cedarburg and Franklin, Wisconsin.

Its primary function is to conduct training and retraining of elementary school teachers and administrators in the techniques of individualized instruction. Individualization requires redefining and restructuring the role of the teacher. The program is designed to teach skills and techniques needed for a program of individualization. The goals of the individualized pre- and inservice training are to help teachers develop skills in: (1) diagnosing needs of children, (2) planning appropriate individualized instruction, (3) identifying and developing appropriate instructional materials, (4) working in a differentiated staff setting, and (5) continuously evaluating their own adequacies in meeting the needs of individual children.

INTERACT has two operative phases. The objective of the first phase is to develop programs of individualized instruction at Robinwood School in Franklin and Parkview School in Cedarburg. Both schools operate K-5 programs in a multi-unit setting. During this period, intensive retraining activity of the two school staffs will be undertaken.

The intent of the second phase of INTERACT is to capitalize on the efforts expended at the Parkview and Robinwood Schools by establishing them as Teacher Training and Retraining Centers for individualized instruction. During this period, teachers and administrators from the project area (greater Metropolitan Milwaukee) will come to the centers to assist in program design, to observe, work with the Center's Staffs, and to participate in training cycles designed to help the participant acquire skills necessary to implement individualized instruction, and to evaluate the training effects.

Though the second year of the project has almost completed evaluation of the implementation of Individualized Instruction procedures by teachers, inservice training and planning design are still in process. Demonstration Centers will not be in operation before the end of 1971.

Fostering Motivation in Young Children:

Project PATROL is an innovative dynamic approach to preserve the achievement-motivation of their pre-school children. The strategy gives parents a structured situation to obtain important information and share with each other experiences about their children.

The project provides a base upon which other education programs can be built. Because of the project, these parents will have an integral role instead of having an auxiliary function in the education of their children.

PATROL is pre-school education.

The problem of motivation is well known throughout our school systems. It is a problem which appears to defy solution, though many have been researched.

A survey, conducted in the Cooperative Educational Service Agency #3 area in Wisconsin which includes Menominee, Oconto, Marinette, Forest, Florence, and Shawano Counties in the northeastern corner of the State, showed that a significant number of children were entering kindergarten without the motivation needed for achievement. These children were plagued with difficulties arising from a lack of skills, as well as from a lack of "wanting to learn." This made the teaching task next to impossible.

A committee was assigned to develop a proposal dealing with these problems. PATROL was designed; a pilot study was conducted and evaluated. This project is currently in its first year of operation.

PATROL is based on two theories: (1) that motivation is the result of an identification process related to the "significant other" in a child's life and a desire for self-competency; (2) that groups of people with like interests meeting with set goals, and leadership with high positive valence, will acquire attitudes beneficial to the stated goals and objectives.

Its goals are to nourish, preserve and rekindle achievement-motivation in pre-school children. PATROL believes that a child learns best by following the encouragement given by significant people in his life--usually his parents. Also, it is felt that the pre-school education should have its base and most of its content within the environment of the home. Content for the project is the normal development of a child. Methods shown aid parents to enhance this development in day-to-day activities.

The objectives are that parents will: learn how to appropriately stimulate their children according to developmental age; identify proper developmental environment for their

PATROL

their children; aid their children in the development of social skills; provide children with a variety of learning experiences; enhance self-concept of their children. Also that kindergarten teachers will demonstrate a knowledge of characteristics of motivated children.

The project begins by looking, sociometrically, at the geographic area that supplies children to one kindergarten class. A pre-school parent who is a natural leader is selected, recruited and trained. This parent, in turn, recruits other parents to form a group and meet regularly. They discuss observation and interaction techniques; work on home-curriculum tasks which aid their children to be motivated toward learning.

When one group begins in a school district, others form from it. Kindergarten teacher is local advisor and insures follow-through when PATROL child enters school.

To integrate PATROL into the community, Child Motivation Central (a storefront on Main Street) provides parents consultative advice and has a play area for kids.

Project Director:

Mr. Thomas B. Bluett
CESA #3
Municipal Building
Gillett, Wisconsin 54124

Operational Year: 12/1/70-11/30/71

Understanding Wisconsin Our Home

UNDERSTANDING WISCONSIN OUR HOME is a Title III project whose program is designed to provide elementary classrooms of Wisconsin with visual aids which stimulate discussion and motivate further inquiry into the Geography of our state. The project follows the guidelines of the Wisconsin State DPI instruction bulletin "A Conceptual Framework for the Social Studies."

The visual aids consist of a series of sixteen 15-minute instructional television lessons with accompanying manual designed to help elementary teachers improve Wisconsin Social Studies.

The videotaped lessons do not attempt to provide classes with a total Wisconsin Geography curriculum but rather to begin the week's study. The teacher manual provides suggestions and gives resource material with which the 4th or 5th grade teacher may build a full week of study if desired.

The teacher planning-writing committee spent the first three months of the project year studying the needs of Social Studies teachers, methods of writing behavioral objectives, and techniques of TV production. This study was supervised by consultants from Wisconsin State University-Oshkosh and Russell Widoe, Project Director. The remainder of

the year was spent in planning and writing the individual lessons and accompanying material for the teacher manual.

Brian Schmidlin, TV teacher, along with other committee members and consultants, made an extensive search of existing visual materials which might be incorporated into the TV series. Mr. Schmidlin was charged with the responsibility of editing this material into the lessons and booking the films or slides on a schedule to match the videotaping sessions. He was also the liaison between the committee and the WLUK-TV cinematographer responsible for making the new film for the project.

Videotaping has been done in color for the broadcast series. The committee and staff realize that most schools are without color receivers now, but hopefully the series will prove of sufficient value to warrant use from some years, and more color sets will undoubtedly be purchased.

Upon completion of initial studio videotaping, lessons were copied on 1" videotape for use in pilot study in classrooms at Baird School, Green Bay; the Sevastopol Elementary School; and the Campus School at WSU-Oshkosh. Miss Lucille Gleissner was in charge of the CESA No. 9 area pilot study, and she designed the pre- and post-tests and supervised classroom use of the lessons. Where indicated, the lessons were edited to include changes called for by the pilot use.

Subjective evaluations, such as pupil interest, were included with objective testing in making decisions regarding the effectiveness of the videotapes. Extensive editing and repairs were made on many lessons after pilot viewing.

The final evaluation of the series will be made in the field by the pupils and teachers using the broadcasts and manuals.

The tapes were in use during 1970-71 school year on Channel 11, WLUK-TV, Green Bay; WHA-TV, Madison; and the closed circuit TV system of the Milwaukee Archdiocese.

Project Director:

Mr. Russell Widoe
NEWIST
Post Office Box 7711
Green Bay, Wisconsin 54303

Operational Year: 12/1/70-11/30/71

The submittal agency for this project is the Green Bay Public School District, although there are four school districts involved. The other districts are those in Neenah, Madison and Oshkosh.

The stated purpose of this project is "to support individualization of learning at the secondary level through a consortium effort of 4 school districts with major emphases upon behavioral change in teachers and students, and appropriate change in curricula."

The 4 school districts have formed a consortium to develop and disseminate methods and materials for individualized learning at the secondary level and to conduct staff development programs. It is anticipated that reciprocal advantages will result from a joint effort in materials development.

The project began in 1970 and is completing its second year of operation.

Staff members are developing learning activity packages based upon behavioral objectives in all areas of English, social studies, mathematics and science. Sourcebooks for students and teachers are being compiled and will contain examples of individualized instructional and curricular approaches to serve as guides toward self-initiated learning.

Learning Packages are called "Unipacs." Different levels of UNIPACS have been prepared to meet the specific needs of students at a specific grade level. This provides the more able student the option of working in quest or enrichment activities. The less able student will be presented materials geared to his learning level so he may better understand the material presented. The learning materials are structured for individual and independent use.

To meet the project goals, 75 staff members from within the Consortium participated in 3 days of inservice on individualized instruction with some emphasis on development of a model and construction of unipacs and 15 days of actual construction of the learning activity packages.

Opportunities were also presented during the writing portion of the project for inter-school and interdistrict communication, clarification, and help. Some participants worked individually, some wrote as teams. Their output consisted of materials which, if used properly, will allow students to progress within the curriculum at rates consistent with interests and abilities. Opportunities to use one another as resources are of high significance. Plans include an exhange of all materials within the Consortium.

Evaluation of the learning pacs is taking place as teachers use them

Wisconsin Consortium

for

Individualized

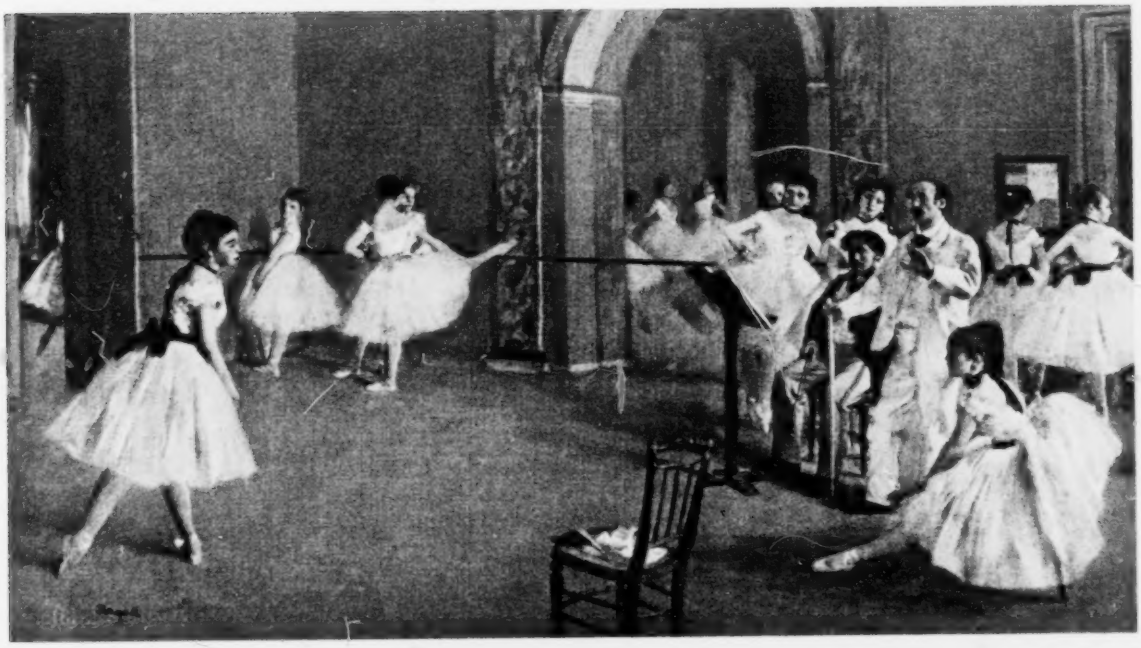
Learning

in the classroom, obtain reactions, and observe student progress. Upon completion of the project, the learning packages will be placed in a bank for retrieval by the four districts and other schools.

Project Director:

Mr. Jerome Whitehouse
1520 South Point Road
Green Bay, Wisconsin 54303

Operational Year: 2/15/71-2/14/72



Edgar Degas

Jefferson Cultural Arts Program

Project Director:

Mr. Vincent Lia
Jefferson Public High School
700 West Milwaukee Street
Jefferson, Wisconsin 53549

Operational Year: 4/1/71-3/31/72

This project has as its goal to create and demonstrate an exemplary school-community program for small town districts serving larger rural areas in the domain of the cultural arts, i.e., art, music, drama and creative writing.

One of the best ways to build community support for the schools is to bring the community into interaction with the school programs on as broad a base as possible. The cultural arts have long provided an opportunity for such interaction in terms of art, music, and drama.

Jefferson has no drama club, no community music or art associations and is isolated by distance from access to such groups in larger cities. The presence of cultural opportunities in a school community basis will provide school youth, and similar communities, the opportunity to interact with cultural and performing arts at an influential time of their lives.

There are four objectives of the project based on these needs. They are: (1) to provide a cultural arts program in which the school and community populations are given the opportunity to actively interact with the craftsmanship requirements of the cultural and performing arts; (2) to provide a program in which the wise use of leisure time in pursuit of the cultural and performing arts is a paramount consideration; (3) to provide for improved community-school relations by creating a vehicle within the school for community self-expression in the cultural and performing arts; and (4) to provide a program of activities with the community which will give the school-aged generation the opportunity to experience a variety of exploratory experiences in the cultural and performing arts to the end that they will eventually become discriminating producers and consumers of the things of culture.

The Arts Program was designed to provide activities for school-aged generation in the Jefferson School district both public and parochial. The program also provides activities for the adults within the school district and the unique feature of the program is the school-community interaction which will take place.

A goal is to create the needed sensitivity for the arts so that school curriculums will be expanded to include arts activities in the schools. Both participator and non-participator activities are planned.

The activities are provided in the areas of visual arts, drama, music, creative writing, and the allied arts. Exhibits, demonstrations, lectures, films, and field trips are integrated with the workshops which stress active participation in the arts. Inservice training sessions are scheduled for both school faculty members and community leaders.

Child Conservation Center

The project purpose was to develop a systematic approach to meet the educational needs of learning disabled children in the school district. Some children with average intelligence were not progressing in school as well as they could, and this resulted in their frustration. They may have had problems in reading, speaking or writing which could not be solved through regular classes. It was decided these children needed a specific program which is suited to their individual problems and needs.

Studies support the need for psychological teams to provide programs in special instructional facilities for children with learning or behavior problems who do not fit into conventional special education programs.

A center was developed to provide specific programs to compensate for disabilities so that the child could succeed in a regular classroom. The center provided specialists who evaluated the learning disabled child, prescribed teaching needs, developed and carried out individual educational programs prescribed by the diagnostic team for each child.

Children were referred by classroom teachers for comprehensive evaluation by the diagnostic team. A child was admitted to the Center if it was felt he needed services over and above those available in the regular classroom. Classes in the Center were comprised of six to ten pupils who follow individually prescribed academic programs. Observation rooms, workshops and seminars offered intensive inservice and preservice training. For children not admitted to the Center the team worked with the classroom teacher to develop a specific program.

The Center staff also trained staff in the school district to recognize learning disabilities.

Several programs were initiated to meet the inservice needs of the professional staff members of the schools in the area. Four workshop sessions were held through the summer of 1970. Two additional sessions were offered at the Center. These workshops were held to acquaint school personnel with the various aspects of learning disabilities. A total of one-hundred seventy-six public and private school teachers and administrators completed the earlier workshops.

Another essential facet of the inservice portion of the project is to encourage classroom teachers to visit the Center to observe the program utilizing specially constructed facilities. Teachers are able to see

applications of the specialized materials and techniques which they may be able to incorporate into their own classroom activities.

All phases of the Child Conservation Center are being evaluated as an integral part of the project. Continuous educational monitoring systems have been developed and are constantly being revised. As a part of the three year program outside evaluation services were contracted. These services have proven to be very beneficial in refining program diagnostic and remedial procedures.

During the planning phase and the first operational year, the Child Conservation Center was underwritten fully with Title III, E.S.E.A. funding. As the second operational proposal was being negotiated, the State Department of Public Instruction suggested that part of the staff costs could be funded utilizing funds from the Division for Handicapped Children. Since the Center is a project for the handicapped, the services are eligible for 70% state reimbursement.

An evaluation of the project indicated that the Center provided programs for 180 children during 1969-70.

The significant number of children whose disability has been remediated is evidence of the effectiveness of the diagnostic-prescriptive approach to instruction for the learning disabled child. Many case histories are on file which indicate the type of intervention used at the Center is effective where other techniques have failed. This type of remediation is admittedly expensive. However, if effective intervention is achieved at an early age the returns to the individual and society will far outweigh the initial financial investment.

Project Director:

Mr. Joseph Turpin
625-52nd Street
Kenosha, Wisconsin 53141

Operational Year: 9/1/70-8/31/71

Individualizing Learning Through Media

This Title III, E.S.E.A. project has been honored by the U.S.O.E. for its exemplary program in "Individualizing Learning Through Media." The project, with students in the 4th, 5th & 6th grades, has had as its objectives to enable rural area teachers to more nearly meet the intellectual needs of the individual learner through development of an instructional program making maximum use of instructional media in large, small and individualized learning situations; ....to develop teacher competency in the use of instructional media; ....to make instructional media...available to rural area teachers and students (van carried equipment as needed to rural schools); to bring about adoption... procedures in CESA #11.

Twenty-five rural schools demonstrated a program which makes maximum use of instructional media in large group, small group, and individualized learning situations.

One elementary school in each district of a Cooperative Agency participated. The teachers of a fourth, fifth and sixth grade within each school functioned as a teaching team. Each team has a paraprofessional instructional assistant and a clerical assistant.

An instructional materials center was established in each participating school. An agency instructional materials center cooperates with a university audio-visual center to provide added services.

For a program of individualization to be successful, teachers must have competence in formulating behavioral objectives and in selecting and preparing instructional materials.

Inservice sessions and a six-week workshop develops teacher competency in use of instructional media, writing of objectives, designing of learning experiences, and evaluation and selection of media.

In evaluation, these points were noted. There is continued evidence that media is being used by the students either individually or in small groups. Students use audio-visual equipment and materials on their own. Taught by teachers to develop skills of operating and maintaining equipment, students use both 16 & 8 mm films, overhead and slide projectors, tape recorders, filmstrip and opaque projectors "very efficiently and businesslike." Students also make their own transparencies. The van operating between schools has effectively facilitated equipment availability in all schools. The bus operated between schools twice weekly to bring equipment from IMC-Central.

Teacher competency to write objectives and to use instructional media was reflected in their ability to write clear and accurate objectives and in the increased utiliza-

tion of various types of media by teachers and students.

During the 1969-70 year, an extensive effort was made to determine the effects of the individualization upon the students. In October, 1969, all students were given the complete battery of California Comprehensive Test of Basic Skills. Re-tests were given in April, 1970. Briefly, the results computed by subject area, demonstrated significant differences in most areas (T-Tests of means used).

Areas tested included reading, arithmetic, language, and study skills.

The goal of Title III is to stimulate new and improved educational practices and to determine their effectiveness. This project was based on needs in CESA area and has been evaluated to be exemplary in its effectiveness to meet those needs.

Project Director:

Mr. Roland Solberg
CESA #11
La Crosse County Court House
La Crosse, Wisconsin 54601

Operational Year: 7/1/70-6/30/71

The Initiation of a Full-Range Special Education Organization for the Rural Areas of CESA #11, Utilizing a "Cluster of Schools" Approach

Project Director:

Mr. Jon Boyd
CESA #11
Box 388
Holmen, Wisconsin 54636

Operational Year: 12/1/70-11/30/71

This project is designed to organize a full range special education program for the rural areas of CESA #11. All of the schools in the agency will be grouped into clusters which will be large enough to provide the student numbers to justify a full range special education program with emphasis on secondary education.

Each cluster will have a full range program for the mentally retarded youngsters. At the secondary level a prescriptive type of program will be initiated by which students with special learning difficulties will be identified and served. Existing programs such as work-study programs, secondary M.R. rooms and remedial rooms will be utilized. Basically the secondary program will provide for a more clinical approach to the learning difficulties of the students. Personnel will be provided within each cluster of schools to provide these services. This will consist of lower and upper elementary educable classrooms and trainable classrooms.

Centralized administration will be provided at the CESA level. This will consist of the employment of one administrator-coordinator who will be provided with the necessary clerical assistance. Other supportive services will include speech therapy, psychometric testing, and psychological services which will be available on a contract basis.

The administrator-coordinator will be responsible for all aspects of the project. In each cluster of schools the chief school administrator or his appointee will make up an executive committee to solve problems that might arise within that cluster.

There will be adequate flexibility within each cluster to permit variation and the inclusion of special programs which may be presently in operation. This project will make use of other programs, such as a remedial reading project, to the widest extent possible. To that extent it is designed to provide the framework wherein the provision of full range services is possible.

The geographical area is largely non-urban with only one large local district. A cooperative approach is necessary to provide a student enrolment which justifies a complete special education program.

All of the public school K-12 districts make some provision for handicapped students although in some cases such provision is very limited. In the private schools there is a minimal amount of provision for special education students. It is fair to state that in most cases these students are assigned to the public schools system. It is evident that there exists a lack of a concerted, organized effort to meet the educational needs of students requiring special consideration.

A Pre-Vocational Thrust

Academic courses in high school in the pre-vocational thrust program emphasize occupational information as a unifying and motivating concept. Vocational information presented in isolated career courses frequently is not applied by the student. Through its integration into the curriculum, the needed information is reinforced and related to practical goals.

The project provides information about jobs which enables students to make wise career decisions, develops academic skills necessary for success, trains students in human relations, and develops leisure time interests.

A recent survey disclosed that 79% of the participants felt that as a result of the program they have a better idea about vocations after high school. The vocational thrust is interpreted to mean anything from semi-skilled careers to more sophisticated skills and could and does include exploration of careers which would require a college education.

Approximately fifty sophomores are chosen each year, all of whom must be underachievers. The group is selected from candidates recommended by ninth grade teachers and counselors. Usually about 150 students are recommended for the program. The I.Q. and achievement scores are considered along with teacher judgment, and those who seem to be the most serious underachievers are chosen. Some will be below average, some will be average, and a few will be above average. It is not difficult to find above average students who are underachievers and they tend to provide leadership in the program. With very few exceptions they will be high risk students with poor grades, poor attendance records, and a general turned-off attitude toward school. The objective is to turn them on and the career exploration provides an immediate goal to motivate them. A conference with parents, candidate, and counselor in the child's home is a must before the student is admitted to the program.

A committee of volunteer teachers has prepared special curriculums for English, social studies, science, and mathematics. The program offers field trips, resource speakers, audio-visual materials, abundant supply of reading materials in the classroom, and special guidance service. A special reading teacher is provided for both remedial and developmental reading. Many of these students have reading problems. Materials are available from the project director.

Evaluation of the program includes student and parent evalua-

in General Education

tions. Changing attitudes are measured by teacher and counselor observation, and student self-evaluation. Attendance and grades are compared to previous years by quarters.

Teachers, parents, and students involved in the project program have been receptive to the program and complimentary of the results to date. In a survey of parent opinions, 98% were found to be in favor of the program, and 84% indicated that as a result of the program their child's attitude toward school improved. In an evaluation of the program by the students 88% expressed the opinion that the project courses are more meaningful than previous courses.

Comparison of grade point averages for the present 10th grade class, first semester, shows an increase of .56 over the 9th grade. Eight sophomores, 5 juniors, and 14 seniors in the project group were on the honor roll first semester. None had been on the honor roll prior to project participation.

The counselor continues to guide and direct these students in the junior and senior years according to their interests and abilities. The encouragement of widely diversified interests is one objective of the program.

These students tend to gravitate toward vocationally oriented courses. Of a total of 145 students in the program, 120 are enrolled in one or more vocationally oriented programs, as follows: 47% business education; 21% home economics; 56% industrial arts.

Project Director:

Mr. Cecil Kielley
702 Pflaum Road
Madison, Wisconsin 53716

Operational Year: 6/28/70-6/27/71

Project M/I/R/I, begun January, 1970, is experimenting with an inservice model that is designed to equip English teachers to effect curriculum change. The model is predicated on the assumptions that teachers, like students, have individual needs, interests, and abilities, and that these individual differences must be accounted for in the inservice training of teachers. Such a flexible and individualized inservice program is what Project M/I/R/I seeks to provide.

The primary means for meeting the objectives were an eight-week institute conducted for 23 English teachers in the summer. In conducting the institute, the basic strategy was to teach teachers as they should teach kids. As a result of the summer experience, the participating teachers attempted to function as resource persons in their respective schools by implementing new ideas in their own teaching and helping other teachers who were interested in these innovations.

The first phase of the project's program provides learning motivation to the participating teachers. Self-assessment and confrontation instruments are used to help each teacher come to a realistic understanding of his task and role, his attitudes toward curriculum change, and the present state of his art. Included here are attitude inventories toward language, learning theory, and classroom practices; research packages calling for a choice of and defense of a strategy for an instructional situation; pre-testing in subject matter areas; and establishing personal self-improvement goals. Throughout the motivational phase, teachers are confronted by the need to expose and defend their positions on professional issues to other teachers and project staff members.

The instructional phase, which takes place during an eight-week summer institute, provides teachers with learning experiences in communication concepts.

Having instructed teachers in exemplary curricular concepts, the project's reinforcement phase has teachers applying these concepts to a simulated teaching-learning situation. Through micro-teaching, i.e., a reduction of the teaching-learning act to 15-30 minutes, the class to 4-5 students, and the focus of the lesson to a very concrete concept, teachers reinforce their grasp of the concepts. They prepare a micro-lesson, teach it, evaluate the videotape of their effort, revise the lesson, reteach it, and evaluate again. In addition to seeing how they performed with the content of the lesson, teachers can also seek such improvements in methodology as greater student involvement and interaction, less teacher dominance, and use of behavioral objectives. Further reinforcement occurs as teachers are given the opportunity to construct units or other lesson sequences for use in their classes during the coming school year.

An In-Service Model that Will Equip English Teachers to Effect Curriculum Change

In line with their personal goals and those of their department and/or schools, teachers formulate plans for implementing their newly acquired concepts into their teaching during the coming school year. Included in these plans are tasks and strategies for influencing their colleagues. Teachers are encouraged to carry on action research to discover what effects the changes generated by the project have on their students. The project staff avails itself to the teachers throughout the school year to assist them with their implementation and to gather data to determine the extent and quality of implementation which actually occurs.

Project Director

Mr. Thomas Swenson
Madison Public Schools
545 West Dayton Street
Madison, Wisconsin 53703

Operational Year: 1/1/71-12/31/71

In-Service Program in Intergroup Relations

The purpose of this project is to develop a program in intergroup relations which will provide educators with an understanding of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experience of the White majority and minority groups.

It has been well documented that members of minority groups in America have suffered economic, political and social injustices. To help alleviate these injustices, it is assumed that the predominant white majority must understand the historical development of intergroup tensions, hostilities, and inequities and become sensitive to the various forms of individual behavior and institutional practices that perpetuate them.

Through a cooperative effort involving the Madison Public Schools, the University of Wisconsin School of Education, and Madison community representatives, a program of intergroup relations has been proposed which will provide educators with an understanding of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experience of the White majority and minority groups--particularly Black Americans, American Indians, Spanish-speaking Americans, and poor Americans.

A major focus of the program will center around the need for educators--through meaningful dialoque with their peers and members of the community--to understand how their own perceptions of and attitudes about family, class, ethnic, and racial differences affects the learning process and ultimately the structure and substance of our educational system. In an attempt to create a learning experience which will eventually reach a large number of educators, these issues will be approached through a unique combination of televised lecture discussions, communication groups involving various segments of the community, exercises in classroom applications, and opportunities for field work in the community.

Project Director:

Mr. Roland Buchanan
545 West Dayton Street
Madison, Wisconsin 53703

Operational Year: 6/15/71-6/14/72

K-12 Environmental Education Curriculum

The purpose of this planning grant is to make preliminary plans for an interdisciplinary environmental education program within grade levels K-12.

A most critical educational problem in Wisconsin is the state of our environment in its entirety; the lack of concern and ignorance, plus the misunderstanding of ecological concepts. The care, development and proper use of the total resources of our nation have been entrusted to us as individuals and as a society. How the responsibility of this trust is recognized and accepted depends largely upon the ability of the educational medium to provide a program to inform the people.

In a free society such as ours the people must bear the ultimate responsibility for the choices made and action taken. To make intelligent choices requires knowledge of the situation--this comes through education. Environmental salvation is education!

Procedures to be followed throughout a planning grant and used toward solution of our educational problem are listed in order of priority:

1. Provide a teacher education and developmental program in environmental concepts and techniques.

2. Assemble pertinent, current information with ready access to all personnel.

3. Implement a coordinated K-12 environmental education program with a director to assist and guide personnel and be responsible for the entire program.

4. Develop media, materials and an outdoor center local to our district.

5. Serve as a resource center for concepts, materials, teacher in-service programs and resource identification for other schools, groups, etc. in our locality.

6. Coordinate with the city and county governing bodies to provide a county nature center and outdoor laboratory.

Expected outcomes of this project are: awareness and appreciation of nature; basic understanding of major ecological concepts such as: dependency, adaption, cycles in the biosphere, ecology, web-of-life, "multiple use concept", habitats, niche, predator - prey, producer - consumer; become more aware of Man the Animal, his place and affect upon the environment; and formulate and integrate a local program for identification, reduction or eliminating pollution and environmental destruction.

Project Director:

Mr. David Schiotz
718 North Broadway
Menomonie, Wisconsin 54751

Operational Year: 7/1/71-6/30/72

A Cluster System Approach to the

The project is designed to test the effectiveness of a decentralized administration in meeting the educational needs of inner city pupils. The Cluster System Approach was begun with a pilot project, North Division, Milwaukee.

The North Division Cluster System Project is federally funded to test the decentralized "cluster approach" to the administration and program development for schools in Milwaukee's black community. The North Division Cluster is one facet of a plan to reorganize the Milwaukee Public School System in order to make schools more responsive to the particular needs of the communities they serve. The Milwaukee Public Schools are organized into 14 clusters, each composed of one senior high school and its feeder junior high and elementary schools. The 14 clusters are paired into seven program service areas, each reflecting contrasting population characteristics. The North Division Cluster is one of the 14 clusters in the school system.

As a model for future city-wide cluster operation, the Cluster System Project:

1. Provides additional PSA VII team members who provide a link between cluster schools and the deputy superintendent; stimulate parent involvement in the schools through advisory councils and other parent groups and activities; provide supportive services for teachers in developing, selecting, and evaluating methods and materials, and planning lessons which meet students' individual needs; assist in developing resource centers and enriching library facilities in cluster schools; expand and increase utilization of audio-visual media for classroom and inservice activities; guide implementation of special programs in individual schools; guide in planning and allocating budgeted funds; utilize systematic research methods to evaluate project.

2. Purchases equipment and materials for cluster schools, i.e., resource centers, classrooms.

3. Encourages parents to participate in inservice and curriculum meetings, planning groups, conferences, etc.

4. Supports annual North Division cluster conferences of parents, students, teachers, principals, cluster and central office staff members; conferences planned and organized by parents.

5. Maintains a cluster office in the community for the program service area coordinator, administrative assistant, community relations specialist, clerical staff and other staff members; an office which is also used for parent advisory council meetings and for cluster meetings of teachers and principals.

Objectives of the North Division Cluster System Project are:

1. Increased achievement of students in city schools;

Problems of a Large City School System

2. Improvement of the attitude and interest of teachers and administrators toward working with children with learning difficulties by establishing a new organizational structure for a section of the city;

3. Improvement of instruction by improving the inservice education of teachers in the area served;

4. Increased parent knowledge of the schools' aims, goals, and status by increasing the quantity and improving the quality of communication between the school, home, and community;

5. Improvement of the attitudes and opinions of participants about administration of public school by actively involving students, teachers, and parents in the policy-making and decision-making processes involving the local schools;

6. Increased achievement and motivation of students by the development and use of curriculum materials specifically designed to meet the educational needs of students;

7. Development of an attitude of "learning together" for parents and students who are participating.

Project Director:

Mr. William Pollard
Milwaukee Public Schools
5225 West Vliet Street
Milwaukee, Wisconsin 53208

Operational Year: 9/1/70-8/31/71

Continuing Education and Supportive Services to School Age Mothers

Project Director:

Mr. William Morehouse
Milwaukee Public Schools
5225 West Vliet Street
Milwaukee, Wisconsin 53208

Operational Year: 1/1/71-12/31/71

A major problem recognized in the Milwaukee area has been the lack of opportunity for continued schooling during pregnancy for the school-age mother. In addition, many school-age mothers receive limited health and social services resulting in higher infant mortality and retardation rates. A Title III grant award was made to the Milwaukee Public Schools (MPS), in cooperation with the Milwaukee City Health Department, the Milwaukee County Department of Public Welfare, and the Milwaukee Urban League, to develop a model-demonstration program which will offer a comprehensive program of continuing education, health, and social services to school-age mothers. This program assists these girls in continuing their academic work toward graduation; promotes earlier prenatal care; and counsels the girls, their families, and putative fathers and their families about the social services available to them.

The MPS recognize that these girls are less likely to complete the requirements for a high school diploma than other girls due to the interruption in their educational program. The demonstration project serves approximately 60 students each semester and during the summer who are enrolled in a regular 10th, 11th, or 12th grade class, public or non-public.

Students, excused from school for pregnancy, are informed by school social workers and/or school guidance counselors of the educational, social, and health services available to them and of the objectives of the program. Students who wish to enroll are referred to the coordinator at the Lady Pitts Family Living Center. A MPS guidance counselor, assigned to the project, requests a transcript of the girls' credits and information on current and projected courses of study in order to determine their programs of study. English, mathematics, history, and social studies classes are available at the center, and tutorial instruction in other courses not offered by the project teachers is arranged as necessary.

The health and social service components are an integral part of each girl's program. Social workers and nurses participate in the enrolment process and in the assessment of the girls' social and health needs. The students have individual consultations and scheduled weekly group sessions related to health, social services, and guidance. They return to a regular school setting following delivery or as soon after delivery as is possible.

It is hoped that a model of service to unmarried parents will be demonstrated and that established agencies will be encouraged to continue the use of the model.

This project fills a need in the Milwaukee Public School System for a central agency to collect instructional materials in the area of special education, It was hoped that this agency would have access to additional information, provide consultative assistance in the field and in the development and use of materials, and facilitate communication among teachers for an exchange of ideas. It would become an instructional materials center for teachers, supervisors and administrators of special education.

A Title III grant was awarded to the Milwaukee Public Schools to establish an IMC unit in 1970.

The SEIMC, begun in 1970, serves the needs of Exceptional Education in the largest metropolitan area in the state. The Milwaukee IMC is part of an existing network throughout Wisconsin. There are centers in Madison, Merrill, Gillett, Chippewa Falls, Oshkosh, Holman, and Janesville. The Milwaukee Center is attempting to serve approximately 400 teachers and supervisors scattered throughout 85 schools.

The Center provides instructional materials for preview, examination, and trial by classroom teachers. A major objective is to make teachers aware of the best materials for Special Education that are coming forth in the myriad of educational productions.

There also is an existing need for more creative and innovative presentations to students, better use of media, and inservice training with materials. The center assists in the accomplishment of the goal.

Consultation service is continually provided in the selection of appropriate materials to meet specific needs of Exceptional Education Teachers are engaged in field testing materials and an on-going assessment of educational tools.

The Center personnel offers support to teachers in their efforts to develop new materials. Existing facilities within Milwaukee Public Schools are used for the production of these materials.

Various sources are being utilized to maintain continuous communication between the Center and Exceptional educators and supervisors. A Newsletter, telecast production, workshops, inservice training, demonstrations, and a committee to assess material are being employed.

A mobile unit functions as an extension of the center by displaying materials and providing opportunities for small group meetings with a center representative. Television presentations and workshops are devoted to the effective use of equipment and materials. Teachers are assisted in developing materials to meet specific needs not being met by commercial producers. Participation is maintained in the state net-

Special Education - Instructional Materials Center

work of special education instructional materials centers.

Though the Special Education - IMC is only 1 year old, it is apparent that teachers and supervisors are anxious to become involved in the project. They are eager to be more informed about availability as well as advisability of instructional materials.

The Milwaukee IMC entertains a continuous hope that many Exceptional Education students will be served with the most current appropriate instructional materials, in the most innovative and creative manner which can be contrived.

Project Director:

Mrs. Charlotte Tock
Milwaukee Public Schools
5225 West Vliet Street
Milwaukee, Wisconsin 53208

Operational Year: 4/1/71-3/31/72

The Oconomowoc Junior High School currently has a student population of 1,220 in grades 7, 8 and 9. The staff consists of 69 professional members including teachers, counselors, and administrators. In 1967, a self study examined all phases of the operation and structure of the school. The findings indicated that the Junior High School possessed many "problems" exhibited by most schools dealing with early adolescents.

The task undertaken by a Title III planning grant was to discover how the school could break the traditional concept of Junior High School structure, operation to provide a program which is relevant to the needs of the early adolescent - 12 -15 years.

The problem stemmed from the fact that students were being fitted into the mold of the curriculum instead of designing the curriculum for the student.

Early adolescents and their needs have traditionally been neglected in decision-making policies relating to program development. Economic expediency, lack of properly trained staff and organization based upon varying grade structures were bases for decisions and were consequently constraints in tailoring the school to this age group's needs.

Initially, the program aimed at changing structures such as traditional use of time, integration of instruction, increased planning blocks, and development of learning units. A "pilot" program dealt with some of these previous structures which inhibited change. A committee of teachers responsible for the program's development and monitoring worked for one year. As the "pilot" project began to operate, it became obvious that "things" were being changed (schedules, integrated instruction, and facilities). The personnel participating in the project had adapted very little. The attitudes and behaviors of teachers remained basically the same. They tended to repeat past practices within the new structure. Many of their teaching strategies were the very ones already identified as being inappropriate for this age group.

The task became twofold:

1. To conceive a blueprint which would deal with the real issue - changing those associated with educating the early adolescent.

2. To develop the concept that a truly relevant school for early adolescent children is more than a building; it is a place for children to interact with self, peers, and adults.

The answer was that systematic change relating to early adolescent education must proceed on the basis that very little positive change will occur unless those persons involved have actually accepted the need for change. Understanding this will allow them to change. The need to change people, not things, became more apparent.

A series of group seminars allowed for the identification of critical areas of concern for the teachers. With this process staff members began to understand and accept the need to change.

Planning an Early Adolescent Educational Program: Model Junior High School

Project Director:

Mr. David Smith
Oconomowoc Public Schools
521 Westover Street
Oconomowoc, Wisconsin 53066

Operational Year: 7/15/70-6/30/71

After accomplishing the above, the use of Ralph Tyler's model for affecting educational change was used as a guide for addressing concerns related to the school program.

As a result of the staff problem identification proceedings, it was realized that the focus of the school must always be on the early adolescent learner and his needs. The child is the center of the entire program. The uniqueness of the model is the shift of traditional practices which affect change. It maintains that improvement in any of the outer circles is false unless it begins and builds upon the inner circle: the child. Any adaptation which eminates from an outer circle will not result in worthwhile change. Unfortunately, past practices in building innovative programs tended to move too quickly to matters of program, curriculum design, or facility without adequate opportunity to truly consider this most important and critical element-the student.

Project Right Start

Preschool educational concerns were seen as a need for the development of this planning grant begun in July, 1971.

School readiness was designated as a high priority aspect of the education planning in the total school program of Oconomowoc.

Specifically, a pre-kindergarten screening program was needed which would promote early identification of learning problems.

It is felt that criteria for kindergarten entrance other than chronological age could be more educationally and psychologically sound.

The purpose of this proposal is to plan a diagnostic and prescriptive educational program of a readiness nature for the children of the school district, ages four and older prior to their placement in the first grade based on needs identified in a screening program.

A systems analysis approach will be utilized to develop the specific objectives. Specific objectives identified to be considered are educational needs, implications to our existing kindergarten program, community acceptance, facility implications, and financial implications. Professional and non-professional staff implications, temporal structuring, and curricular offerings would also be evaluated.

An effort would be made to coordinate this planning via an operational planning committee. The implementation of this program will be

studied by a seminar planning program for selected staff members of the school system.

A 5-week seminar would be structured to include presentations by authorities in learning at the readiness level, the identification of specific areas of child development that could be stressed in an operational program, identification of local educational needs for this population of school children, and the development of behavioral objectives. Results of the planning would be reported with recommendations for an operational program related to the objectives of this proposal.

The planning will involve efforts to incorporate expertise with the practicality of classroom teachers in a concentrated, structured program using a systems analysis technique.

The screening program is designed so that children are tested in perceptual, language and motor development prior to entering kindergarten. As each child is tested the parents meet for the hour with a social worker to complete a social-emotional rating scale for their child, to become oriented to the school program, and to discuss concerns. Psychologists supervise the testing with staff assistance provided by community volunteers. Individual profile sheets are given to teachers and parents. Parents receive explanations of tests and suggestions for assisting children at home. Children with visual or hearing problems are referred for further testing. On the basis of the test results, parents elect to postpone their children's kindergarten entrance.

Project Director:

Mr. Ron E. Geraghty
Oconomowoc Public Schools
521 Westover Street
Oconomowoc, Wisconsin 53066

Operational Year: 2/1/71-1/31/72

Staff Development Project in Creativity

Project Director:

Mr. Edward Guziewski
Oregon Public Schools
200 North Main Street
Oregon, Wisconsin 53575

Operational Year: 7/15/70-6/30/71

This staff development project was initiated to maximize the learning environment through the recognition, acceptance and development of creativity in as many phases of a child's school life as possible.

Begun in the fall of 1970 at the Middle School of Oregon, Wisconsin, the administration and teaching staff are experimenting with innovative techniques, materials and teaching approach which emphasize the process as well as the content of learning. It is hoped that these approaches will stimulate the student's imagination while he learns.

In many schools, the creative aspect of learning is not only ignored, but also often suppressed. School becomes equated with boring memorization of facts and getting high grades, rather than with the excitement of exploration or the freedom to pursue something of real interest. Over the next three years, the teachers at the Middle School will concentrate on being spontaneous and receptive to students' suggestions and ideas, and encouraging students to initiate many of their own academic activities. In addition, floor space and the newest technical equipment will be utilized to supplement the traditional factual aspects of learning in a more compelling, creative manner.

The Oregon Middle School utilizes an "open concept" of space and a multi-unit organization. To complement these architectural and organizational concepts, the teaching staff was encouraged to recognize and develop the creative talents of children by making full use of the affective as well as the intellectual aspects of learning, i.e., emphasizing process over content.

Over the next three years, children will be pre- and post-tested with regard to their attitudes toward school, creativity and themselves, their level of verbal and ideational fluency, and their flexibility on an Unusual Uses task. Aides are trained to administer, score, and record test scores for each child. Teachers are encouraged to try innovative approaches, utilize (or create) experimental materials, consult outside references or consultants, and obtain feedback and problem solutions during regular in-service sessions.

Some of the expected goals include (a) an increasing emphasis on process over content, (b) an increase in the number and importance of student-initiated activities, and (c) the development of teachers who will permit and encourage students to wonder and ask questions. Ultimately, it is hoped that, on the basis of experimentation with many teaching approaches and the cumulative scores of creativity as well as achievement tests, each child can be provided with the amount of freedom or structure he needs for an optimal learning environment.

A Prescriptive Instruction Center for Children with Serious Learning and/or Adjustment Difficulties

Project Director:

Mrs. Sharon Grant
2230 Northwestern Avenue
Racine, Wisconsin 53404

Operational Year: 2/1/71-1/31/72

The purpose of this project is to establish a Prescriptive Instruction Center (PIC) for 100 children with serious learning and/or adjustment problems. Children served will be (1) 60 who have been identified under current State Department of Public Instruction criteria as being in need of service but who are still in regular class, and (2) 40 selected students already in special classes whose problems are so confounding that no progress has been possible even given provision of special class services. All of the students will be Racine Unified District #1 elementary school students. The PIC will provide longitudinal educational diagnosis through 13 day diagnostic classroom sessions, will develop written educational prescriptions for the child's teacher to use, will provide specialized materials necessary to implement the prescription, and will assist the teacher in her classroom with follow-up inservice training and with re-prescribing as necessary. Objectives relate to increasing both student achievement levels and teacher competencies as related to individualization of instruction.

This Resource (PIC) will be considered as additional and adjunctive to existing special student support services in Racine, and is a service system extremely important to a continuum of service concept, and is vital to those students described above.

The PIC program for children with serious learning and adjustment difficulties proposes to achieve more effective education for this group of children through three interdependent approaches.

The first component entails a remedial/diagnostic classroom to determine an individually prescribed instructional plan.

The second component provides instructional materials and methods to support the classroom teacher in implementation of this plan. This matching of materials with children's specific educational needs requires that the materials be analyzed with respect to detailed functional use.

The third component stresses continuing inservice experiences for teachers whose children are being served, and out-reach from the PIC of personnel trained to support the classroom teacher in educating the handicapped child. Alertness by the classroom teacher and the follow-up specialist to on-going evaluation of academic and/or behavioral task success or failure will be emphasized. This approach is designed to encourage continuous modification of instructional materials and methods for more effective educational treatment of the handicapped child.

Facilitation of the Development of a Systems Approach to the Management of Educational Resources

Project Director:

Mr. Edwin W. Benter
1341 Park Avenue
Racine, Wisconsin 53404

Operational Year: 9/1/70-8/31/71

This project has many goals. Three major tasks are: first, to train persons to work with teachers and supervisors of the Racine Unified School District, to develop detailed instructional objectives which identify those learning outcomes expected in grades K-12; to develop tests to effectively measure the attainment of the outcomes stipulated in the objectives. Initial efforts were limited to the fields of art, social studies and mathematics.

The second is to provide the training or retraining to persons working with teachers and supervisors in the areas of systems engineering, computer managment and related areas.

The third, determine both tangible and intangible costs of the system, the student characteristics input factors, the development of computer systems for retrieval of input information, and the development of the computer technology and related procedures for linking input factors to learning outcome factors.

This project supplements a local effort to develop systems management procedures in the entire school district. For this reason, the terminology, methods and procedures of this project are quite esoteric to systems protocol. It is felt, however, that the systems protocol provides an efficient and effective means to get more value from financial resources allocated to education. By providing an analytical framework, a cost-benefit analysis or quality control, a means of continuously monitoring instructional programs of the school district, involvement of staff in development of outcome specifications and related measurement procedures to facilitate upgrading of evaluation procedures used by classroom teachers, etc., the administration will be able to evaluate all educational endeavors of the district.

The instructional staff is involved to: achieve consensus as to the validity of the systems approach; give systems utilizers the competency necessary to modify the system and thereby reduce the need to depend upon outside consultants; and enhance the staff's knowledge of evaluation theory and strategy as a means of upgrading classroom evaluation.

Overall, the program was initiated to develop a systems approach for administrative decision-making in the allocation of resources, program development and staff evaluation. The instructional staff developed learning outcome specifications and measurement criteria for the elementary school curriculum in mathematics, social studies and art. Selected staff are being trained in the skills and knowledge necessary for the optimal development of the components of the total systems approach.

The purpose of this project is to identify elements in the school program preventing Indian children from achieving at the levels of non-Indian children, applying this information to: (a) develop empathy with the Indians' way of life and his need to build a self concept, so he may value his cultural heritage and acquire the skills to contribute to the total society; (b) develop teacher competence in diagnosis, prescription and evaluation of individual learning; (c) develop ways of identifying and utilizing the resources of the Indian Community to plan and operate the instructional program.

The project began because it was found that the Indian children started first grade on a par level with other children in the district, but they soon dropped behind. There was no indication they had less ability to learn. The reasons for this change, as suggested by this project, were that the teaching techniques in use did not fit the Indian children, and there were not elements in the school program which aided the Indian children to achieve at the levels of non-Indian children. Some of these elements were identified as the Menominee culture, language, values, and family life.

The project goals were to develop empathy with the Indians' way of life and his need to build a self concept, so he may value his cultural heritage and acquire the skills to contribute to the total society; the teachers competences to diagnose, prescribe and evaluate individual learning were to be developed; also, a strong emphasis was to be placed on identifying and utilizing the resources of the Indian community to plan and operate the instructional program.

The Social Science Curriculum Units for grades 1-3 in the Keshena and Neopit Schools, which are primarily populated by Menominee Indians, have been rewritten incorporating elements of the Menominee Indian culture. Two examples: In the School unit, the five basic Indian values (Bravery, Individual Freedom, Generosity and Sharing, Adjustment to Nature, and Good Advice from Indian Wisdom) are identified as the basic values the pupil can identify to help him in his school life. These values were pertinent to the education of the early Indian and are still important in today's education. Stress is made in the Family and Community unit on the contributions of the Indians to Community and Civilization.

The units' advisory group includes youth and adult Indians and non-Indian members of the community. Youth helped write the curriculum materials. A bi-monthly Children's Bulletin from the schools share Indian symbols and stories.

Specific materials describing traditional Menominee life have been located, duplicated and distributed to all teachers in the 2 schools. A collection of artifacts pertinent to traditional Menominee history and

Planning Individualized Learning Experiences

Project Director:

Mr. George Koons
Keshena Public Schools
Keshena, Wisconsin 54135

Operational Year: 8/26/70-3/25/71

culture have been collected for displays and instructional devices in the classroom. Local Indians wrote Legends into primary level language and reproduced them in written and tape recorded form. Community resource people have been identified and spoken to the students and teachers about the Indian culture and history.

An experimental group was selected from children in grades 1 and 3. Data on student characteristics related to achievement was collected. Teaching techniques and methods were approved for their effectiveness through comparison of progress of the experimental and control groups.

The achievement test done in Spring, 1970, indicated the third grade students gained at least a year, on the average, over their last year's score and met National Norms in arithmetic; 2nd graders gained 6/10 of a year and were below National Norms. The project showed substantial success at third grade level particularly in arithmetic where greatest progress toward individualization was realized. The competencies of the staff were developed.

Citizens of Menominee County will have become an integral part of the educational program, to enrich and reinforce the children's education.

There is continuity provided for since a community advisory committee has been established.

The real goal of the project was the education of Menominee children so each may know his own potential and contribute to the quality of life in America.

Self-Monitoring and In-Service Training to Improve Educational Processes

This project is designed to provide an exemplary inservice education program for teachers in CESA #10 area schools.

The goals are to provide teachers with the opportunity to learn how to identify aspects of quality education; provide them also with the opportunity to evaluate their teaching in these areas; and conduct inservice training sessions so that they will be able to improve the processes which they use in their classrooms.

Quality educational processes are defined in this project as consisting of two basic areas: (1) interpersonal relationships, and (2) individualization.

A guide will be developed which will be used by teachers so that they will be able to self-evaluate the extent to which their teaching reflects aspects of quality educational processes identified above.

Periodic workshops throughout the course of the project will be held to give teachers the additional information, help form attitudes, and give reinforcement so that they will be motivated to improve the educational opportunities of the students entrusted to them.

Project Director:

Mr. Gerald De Amico
3730 Kohler Memorial Drive
Sheboygan, Wisconsin 53081

Operational Year: 3/1/71-2/29/72

Family Life Education

Project Director:

Bernadelle Toser
CESA #7
Box 280-B
Route #5, Highway 10, E
Stevens Point, Wisconsin 54481

Operational Year: 6/1/71-5/31/72

Four school districts in the CESA #7 area, Rothschild-Schofield, Stevens Point, Amherst and Athens, have agreed to cooperate in a project in Family Life Education.

"Family Life" is the personal, social and cultural relationships which exist between or among individuals. Family Life Education is education about and preparation for these personal, social and cultural relationships. Its basic underlying concern is the reproduction, maturation, and socialization of the human being and the provisions for their nurture and socialization.

The purpose of this project is to help students obtain factual knowledge and develop attitudes and values which will result in behavior that contributes to the well-being of the individual, the family and society.

Formal family living courses in the area's schools are almost non-existent. Attention will be given to factors causing public misunderstanding of programs in other communities.

A steering committee was formed to develop plans for the program. It included school personnel, students, clergy representatives of the medical and legal professions, psychologists, parents, businessmen and social service workers. The committee studied the characteristics of communities in the Agency and their needs for family living instruction, developed procedures for public involvement, and studied existing programs. Areas to be investigated include whether a family living program should be integrated into existing courses or separated, the training of classroom teachers, parent participation, and the role of the CESA Agency in the program.

The emphasis of this project will be the development of a K-12 integrated Family Life curriculum, inservice training workshops for teachers, a resource center with provision for a resource consultant, and parent-child information sessions.

The goals and objectives of this project are: to plan a K-12 curriculum in Family Life Education that is well-organized and coordinated at all levels of instruction; to develop inservice training and workshop programs in family living; to develop a resource center to provide the schools with resources not available within each individual school district; and to develop parent information sessions.

This project, developed by CESA #7, consists of a tutorial program to provide diagnostic/prescriptive remedial instruction for children with special learning disabilities.

The small communities that make up CESA #7 do not have the economic resources or numbers of children with special disabilities to warrant creation of formal therapy classes. In addition, unavailability of trained professionals makes it impossible to staff such classes.

Remedial instruction on a one-to-one basis is provided to lower elementary children with normal mental ability, but who lag in academic achievement. This is due to late maturation of perceptual skills, limited language development, neurological impairment negatively affecting perceptual development, or adjustment problems related to inadequate parental figures. Children with perceptual or language difficulties are tutored by teacher-trained housewives or retired teachers. Supportive counseling is given children with adjustment problems through CESA #7 psychological services. The Agency provides diagnosis and recommendations; selection, training, and supervision of tutors; continuing evaluation of each child's progress; and special remedial materials not available to local schools.

Children attending public and non-public schools served by the CESA Agency may receive the services of this program. Referrals for service will be accepted directly from administrators of public and non-public schools and from other agencies serving the school-aged child.

The term "learning disability" is used when describing any condition in which the child shows difficulty in learning (excluding mental retardation, emotional disturbance, or sensory deficit) and is presumed to be due to dysfunction of the central nervous system.

Each school district cooperating in the tutorial program is asked to submit a list of tutor applicants.

Tutors are selected by the tutor supervisor from applicants who have some teacher training or equivalent background of work with children and are not presently employed on a full time basis. The tutors are paid four dollars per hour.

The tutors are trained and supervised by the project supervisor. Training may be either individual or in small groups and will be tailored to meet the needs of the specific child with whom the tutor will be working. The diagnostic reports, psychological evaluations, teachers' reports, and parent interviews are all part of the training of the tutor and development of the remedial program for the child. The child's regular classroom teacher and administrator will be included in the plan made for the child and will be made aware of the child's program.

Diagnostic results in the special disabilities area will provide the basis for the development of each child's program (Purdue Percep-

Tutors for Special Disabilities

tual-Motor Survey; Illinois Test of Psycholinguistic Abilities, Frostig Test of Visual Perception; individual intelligence tests). Each child's program of therapy is specially designed for him through a cooperative effort of the Tutor Supervisor, school psychologist, speech therapist, child's teacher, parent, and administrator.

Every effort will be made to involve the parents of each child in the tutor project, especially in the area of perceptual difficulty, as many adjustments to home activities are necessary to aid in the reduction of both perceptual and emotional problems.

There is strong clinical evidence, along with reports of teachers and parents, that such training programs can result in improved academic adchievement.

Project Director:

Mr. John E. Knott
CESA #7
Box 280-B
Route 5, Highway 10,E
Stevens Point, Wisconsin 54481

Operational Year: 6/1/70-5/31/71

Strategies in Early Childhood Education

Early identification of learning needs in the area of motor development, auditory perception, visual perception and language development and a proper diagnosis and prescription for these areas were identified as a major focus in early childhood education as determined by the planning grant in CESA #13. How the school can meet the needs of the individual for maximum intellectual growth, academic achievement, and school adjustment is now being developed and evaluated in the operational grant.

The area serviced by CESA #13 is predominantly rural, approximately 2,034 square miles in area, with a population of 175,000 people. There are 17 school districts which vary in size from 35,000 to 415 population.

The early childhood education opportunities vary from districts which have private nursery school situations to areas which begin formal education at first grade level. A planning grant revealed the need for early comprehensive programs in education if children are expected to reach their potential. A study indicated that motor development, auditory development, visual perception and language development were areas of concern. These were identified as key areas to be considered for academic success, positive self concept and sound social and emotional adjustment.

Locally, teachers identified poor development in one or more of the four areas as a cause for poor adjustment in school. Since the development in the four areas of concern is highly correlated with success in school each child is considered individually for maximum development of his potential.

By involving all students entering kindergarten in a comprehensive screening program, individual needs of students will be indentified. Prescriptions determined by the identified needs will be developed as a means of individualizing instruction. Extensive inservice training sessions will be needed for a team approach to effective diagnostic-prescriptive instruction.

The unique needs of the individual will be the primary concern of the school. Through identification of need, prescriptive teaching, and differentiated staffing, relevant instruction will enable the student to attain greater academic success, a better self concept, and improved social and emotional adjustment.

Other project goals are to assist the educator to maintain continuity of the program; facilitate a team approach to instruction; actively involve parents in early identification process and procedures; assist students to attain greater academic success, a better self concept and improved social and emotional adjustment.

Project Director:

Mr. Robert Schramm
CESA #13
908 West Main Street
Waupun, Wisconsin 53963

Operational Year: 12/16/70-12/15/71

Comparative Cultures

The use of educational television is rather limited in the CESA #13 area due to the geographical location.

CESA #13 consists of 18 school districts in the Southeastern quarter of the state (parts of Green Lake, Fond du Lac, Dodge, Winnebago, Jefferson and Waushara Counties).

The State network of educational television does not reach this area and, therfore, the schools are not able to take advantage of their programs.

The Wisconsin Conceptual Framework for Social Studies has been developed for some years but has not been implemented in many classrooms because of insufficient materials and a lack of understanding of the conceptual approach on the part of teachers.

The Conceptual Framework is intended to have two points of utility: broadening the teacher's consciousness relative to the several social science disciplines; providing some guide for coordinating the K-12 social studies program.

This project will focus on anthropological concepts of the Social Studies at the sixth grade level.

Plans are to develop a series of student lessons and teacher inservice materials on videotape to be broadcast on WHA-TV, Madison and KFIZ-TV, Fond du Lac. Provisions will be made to conduct two week institutes for teachers dealing with the inquiry process and conceptual framework for Social Studies in Wisconsin.

The major goals of this project are, then, to develop curriculum materials and lessons, teacher inservice materials, and 14 educational television student programs for 6th grade students which focus on three culture patterns and use anthropological concepts of social studies. It is hoped students will become knowledgeable of both the concepts and the inquiry approach to learning.

A special emphasis has been placed on informing, and seeking support for this project in, the community. An Advisory Committee has developed plans to meet with interested groups in the area.

Project Director:

Mr. George Hightdudis
CESA #13
908 West Main Street
Waupun, Wisconsin 53963

Operational Year: 2/1/71-1/31/72

In this project students entered into the modern foreign language program at any time during their secondary school experience. Interns and para-professionals were used while regular staff were redeployed. Portable language labs and other media were used to provide each student with a program designed to meet his individual needs.

The project was developed with two basic concepts in mind:

1. To eliminate the frustration factor inherent in the formal class structure, instruction should be individualized and a performance criteria should replace time criteria.

2. To successfully individualize instruction, the pupil-teacher ratio must be lower than in the formal class structure. This lower ratio can be achieved economically through the wider use of para-professional staff.

The first of these two concepts was incorporated into project procedures through devising a methodology and programmed units of work that make it possible for the individual student to proceed through different units of work at a rate consistent with ability. Para-professionals have been part of the educational process for a number of years. This project, however, involved the use of such personnel to a much greater degree and is designed to employ the type of para-professional that can serve as a living model of the skills the students involved are being taught. Native speakers of French, German and Spanish were utilized.

The objectives are: to provide a foreign language program that meets the needs of all students regardless of ability and will better enable them to serve the community in which they live; to change the foreign language program from one which is based on time criteria to one which is based on a performance criteria; to provide a more practical language program in terms of more realistic individual goals and more practical stimulation for students of all ability levels; to provide a program that will offer maximum flexibility of scheduling for the individual student; to provide a program that will offer maximum flexibility of scheduling in terms of the entire curriculum; and to serve as a dissemination center for individualized foreign language instruction.

Introductory units of work are presented in large group instruction situations. Students are then allowed to proceed at an individualized rate. Advancement through structured units is dependent upon successful completion of tests administered to individual students. An independent reading program and teaching assignments follow mastery of all units. Group sizes vary by activity.

The Spanish Program was implemented during the first year while German and French the second and third years with 446 project students involved.

The end of project report evaluation is being prepared.

Individualized Foreign Language Program

Project Director:

Mr. Fred La Leike
West Bend Joint District #1
710 South Main Street
West Bend, Wisconsin 53095

Operational Year: 6/10/70-9/10/71

Impact - Innovative Methods Promoting the Advancement of Creative Teaching of Orthopedically Multiple Handicapped and Mentally Retarded Children

It became evident during a pilot study that teachers needed training and experience to develop diagnostic/prescriptive instructional programs and use appropriate diagnostic techniques, and the latest methods and materials designed, for individualization.

In this project inservice sessions focus upon increasing teaching competencies to diagnose learning patterns of children with disabilities, develop a framework which integrates developmental and sequential curriculum goals and special instructional techniques, and provide opportunities for teachers to employ appropriate techniques, materials and equipment. A diagnostic team conducts individual evaluations and prescribes specific learning programs which the classroom teacher develops and presents. An instructional materials center equipped with study carrels, resource materials, workshop areas and library area was established.

Project Director:

Dr. Joseph P. Schwei
9333 West Lincoln Avenue
West Allis, Wisconsin 53227

Operational Year: 4/2/71-4/1/72

EDUCATIONAL CENTERS

Northwest Wisconsin Regional Education Center - #1, #2, & #4, Area "A"

Project Director:

Mr. James Wood
CESA #2
Post Office Box 168
Minocqua, Wisconsin 54548

Operational Year: 4/6/71-4/5/72

This project's goal is based on the most critical educational need in Area "A" which has been identified as improving educational opportunities for the wide spectrum of exceptional youth: those who represent deviations from the normal and who are limited in achieving to their optimum in the regular classroom setting. Initial activities will focus on improvement of handicapped children programs particularly in the mentally retarded educable and trainable.

The unique characteristics of each local district will determine the specific schedules and components of each local program.

Staff of the Center will provide the catalytic action for increasing the involvement of communities in their schools to obtain the improved educational opportunities for handicapped children. Orientation programs for increased understanding will be provided for school boards, administrators, teachers, and the wider communities. Local schools will be encouraged to designate a staff member who will be assisted in forming local committees who will plan local strategies for improving educational opportunities for their exceptional youth.

I-C-E Instruction, Curriculum, Environment

CESA #3, #8, & #9, Area "B"

Project Director:

Mr. Robert Warpinski
CESA #9
1927 Main Street
Green Bay, Wisconsin 54302

Operational Year: 7/15/70-6/30/71

Project I-C-E (Instruction-Curriculum-Environment) is a Title III program designed to develop, demonstrate, and evaluate procedures for improving instructional skills and techniques by classroom teachers. The procedures will assist them to develop, evaluate and implement a new interdisciplinary approach to the study of ecology and environmental education.

Effective teaching techniques will be examined which will modify and improve students' value judgments and behavior, especially, toward environmental concerns. Consideration will be given to student involvement in action programs for environmental improvement on regional, national and global levels.

To carry out these goals, CESA-LEA teacher committees will develop curriculum concepts and instructional strategies for an interdisciplinary approach to environmental management education.

The first year integration of environmental education will be made in language arts, social studies and science programs. In the second year, fall of 1971, K-12 programs in math, fine arts (music, art, etc.), physical and health education, and Junior High programs in industrial arts and home economics, business education and agriculture will be considered for integration of environmental education.

Regional Education Center Area "C"

CESA #5, #6, & #11

Project Director:

Dr. Donald Jacobson
Area "C" Project Director
Blair, Wisconsin 54616

Operational Year: 1/15/71-1/14/72

The central focus of this project in Educational Center Area "C" will be to provide local school systems and CESA's with assistance and expertise in program development and implementation of programs. The programs will be in the areas of special education and vocational education. The project will be concerned with those needs in these two fields which have been identified, to be given priority, by the policy committee of the Area.

The Center has just begun to formulate its specific programs dealing with special education and vocational education.

Operational Structure for Improving Vocational Education in Region "D"

CESA #7 & #12

Project Director:

Mr. Paul L. Gundlach
CESA #12
412 East Slifer Street
Portage, Wisconsin 53901

Operational Year: 6/30/71-6/29/72

This project, in Education Center, Area "D", is designed to determine the role of the secondary school in providing students with specific vocational education opportunities. This determination will be made by analyzing manpower needs in the area which serves 23 school districts, the State, and the Nation; assessing and identifying vocational education resources; determining student mobility after graduation; and defining responsibilities in providing instruction to students. Based on the above studies, vocational education needs in the area will be delineated and a plan developed to meet these needs. Individual school districts will be provided with assistance to implement their component of the regional plan.

The bases upon which this priority need was selected was a survey sent to administrators, teachers, students, families and members of the Board of Education in the 23 school districts and the Department of Public Instruction.

The composite rankings of needs identified by this group indicated that the area of vocational education had by far the greatest concern. Other needs, i.e., working with children needing special training and organizing school day to provide new ways of scheduling students were also noted. It was also felt that there was a need to describe the, function of the school in society and implement the curriculum to carry off these functions in the classroom.

The assessment of needs was conducted in an effort to identify the priority need of this area. It was the first step to preparing an operational project of this area. The reason for this is that the purpose of the education center is to provide programs and services which through assessment has been designated as a priority but do not exist currently in sufficient quantity or quality.

Education Center - Area "E"

CESA #10 & #13

Project Director:

Mrs. Faye Lloyd
CESA #13
908 West Main Street
Waupun, Wisconsin 53963

Operational Year: 2/1/71-1/31/72

The goal of this project is to create within the school districts of CESA's #10 and #13, an environment which would be receptive to change. The change intended is in the area of personalized instruction through which innovative implementation of a network of experimental classrooms can be facilitated.

As an Education Center project, the goals have been identified through an assessment of needs in the area served to be a high priority educational need. This area consists of 39 school districts whose enrollment varies from 244 (K-12) to 11,276.

Emphasis is placed on helping children and youth to become self-motivated, self-directing learners who have "learned how to learn."

Through the establishment of a regional educational center, a cooperative flexible network of units including school districts, schools and classrooms will be formed. Efforts among teachers, students, administrators, and parents focus on the individualization and modernization of the curriculum. The flexible network will include elementary and secondary units with extensive inservice training sessions for everyone involved, emphasizing the humane aspects of education. The network will be formulated on a voluntary basis and remain under the administration of the local school districts. The individual programs will be implemented at the discretion of the local school districts, but in agreement with the intent of the major aspects of this program.

The process of individualizing the curriculum will come about through the strengthening of "inquiry skills" among the students who will pursue special interests related to their real-life problems. From the experiences noted in the classrooms involved, a replicable set of procedures for curriculum renewal and individualization will be developed for use in expanding the network in subsequent years.

Individualization of Instruction -

A Change Agent Model for Schools in Area "F" - CESA #14, #15, & #17

Project Director:

Mr. Harold Anderson
CESA #15
545 West Dayton Street
Madison, Wisconsin 53703

Operational Year: 7/15/70-6/30/71

This Regional Educational Center project involves three Cooperative Educational Service Agencies (14, 15 and 17) and encompasses seven counties (Dane, Rock, Crawford, Grant, Iowa, LaFayette, and Richland) and portions of Green and Jefferson, in Wisconsin. The administrating agency for this project is CESA #15.

Briefly, the purpose of the individualization of instruction project is to develop an inservice and subsequent implementation model for local school districts in a nine (9) county area. The thrust of the project is to be orientation and induction in the initial phase (1st year) with implementation and evaluation as a future goal.

Although individualized instruction has been assessed as an educational need in the entire area, great effort will be made during this project to not impose specific programs of this nature on districts but rather to assist school districts to evaluate the kinds and number of programs needed and to investigate various solutions to their individual district needs.

Special emphasis is given to the assessment of local school districts in their individual curriculum needs, and to workshops on various methods of individualization of instruction. Books, pamphlets, extension films, tapes, slides and other locally developed instructional materials are being developed for both public and non-public schools as they are needed. A monthly "newsletter" informs local schools of projects in their Region and general information. Dissemination of program information is vital.

Southeastern Wisconsin Regional Education

Center - Area "G"

CESA #16 & #18

Project Director:

Dr. Milton Hillery
CESA #18
432 North Pine Street
Burlington, Wisconsin 53105

Operational Year: 4/6/71-4/5/72

Southeastern Wisconsin, (Area "G") specifically Kenosha, Racine, Walworth, Washington, and Waukesha Counties, are experiencing the most rapid population growth of any area in the state. This area is rapidly being assimilated into one vast urban sprawl extending from Port Washington south through Milwaukee and Chicago and east into Indiana and eastern Michigan. The best growth predictions indicate that during the next twenty years this area will increase in population and urban use of land to approximately 175% of its present level. This rapid urbanization is bringing about dramatic changes in the life styles of communities as well as individuals with resulting high impact upon the institutions of the area, particularly the schools. It is reasonable to expect that the problems that now plague the cities and their schools will become more and more prevalent during the coming decade. These include the criticisms of irrelevancy and ineffectiveness, the demands of students, parents and teachers for more control of schools and the increasing crisis in financial support.

It is proposed that a Regional Educational Center "G" be established for the purpose of providing professional and technical assistance to educational leaders to enable them to respond to immediate or existing problems and future concerns in planning. This Center would consist of a team of resource people from the social sciences with a variety of problem-solving skills who would provide a combination trouble-shooting, information gathering and processing, and long-range planning services.

Concerted efforts will deal with problems arising out of the mileau of social demographic, political and economic changes encapsulated in the term urbanization. Initial projects will attempt to demonstrate the usefulness of information science, management science and sociology to the solution of problems.

Metro-Research and Planning Services

CESA #19, Area "H"

Project Director:

Dr. Barry Fagin
CESA #19
9722 Watertown Plank Road
Milwaukee, Wisconsin 53226

Operational Year: 7/15/70-6/30/71

Metro-Research is a Title III project of the Education Center - Area "H". Area "H" is composed of CESA #19 which includes 25 Milwaukee and Ozaukee County School Districts of the greater Milwaukee area.

Through a creative combination of area resources, Metro-Research helps local school districts effectively evaluate and meet their educational needs. Metro shares its research expertise and resources while encouraging each district to diagnose and prescribe for its own needs--on its own terms and in its own way.

Recognizing the necessity for planned change in our educational system, Metro serves its districts through on-the-job training of school personnel to conduct their own research, evaluation and planning. Metro functions in and through its component districts. Therefore, local participation is not only encouraged, but is essential at every stage of a research project--from initial idea, research proposal and plan, through data collection and analysis, to final dissemination of results and publication of research papers.

Research orientation is a prerequisite for sound planning and development. The Metro project is based on the assumption that exposure to research will lead to improvements in teaching, goal setting, evaluation and curriculum planning.

Metro proposes to make its district teachers and administrators research conscious--to develop in them a greater understanding of research and an appreciation of the contributions of research methods to evaluation, planning and overall educational practice.

More than 150 teachers and administrators are participating through their District Research Committees. Thirty-eight research projects are being developed by 15 schools for 1971-72.

TERMINATING PROJECTS

Pupil Personnel Services to Equalize Educational Opportunities	Thomas Bluett CESA #3 Municipal Building Gillett, WI 54124	Term. Date 8/31/70
/I/D/E/A/ National Demonstration Schools Project	Thomas Walker Jt. School Dist. No. 1 100 N. Jefferson Street Green Bay, WI 54301	Term. Date 3/30/70
/I/D/E/A/ National Demonstration School Project	Frederic C. Vorlop 150 Cummings Street Delavan, WI 53115	Term. Date 9/23/70
Individualizing Learning Through Media	Roland Solberg CESA #11 La Crosse Co. Court House La Crosse, WI 54601	Term. Date 6/30/71
Individualization of Instruction Through Creative Use of Personnel	Arnold Lamberg-- Kenneth Jensen Madison Jt. Dist. No. 8 545 W. Dayton Street Madison, WI 53703	Term. Date 7/31/70
Development of an Inservice Model for Implementing New Methodology in the Social Studies	Tom Patterson Madison Jt. Dist. No. 8 545 W. Dayton Street Madison, WI 53703	Term. Date 7/31/70
A Pre-Vocational Thrust in General Education	Cecil Kielley 702 Pflaum Road Madison, WI 53716	Term. Date 6/27/71
/I/D/E/A/ National Demonstration School Project	James Arend Wis. Heights School Dist. Route #1 Mazomanie, WI 53560	Term. Date 7/15/70

Improvement of Instruction Through Inservice Education in Evaluation Leading to Studies of Critical Problems	Dr. Gary Peterson 5225 W. Vliet Street P.O. Drawer 10K Milwaukee, WI 53201	Term. Date 7/14/70
Cooperative Curriculum Development Center	Howard E. Wilsmann 706 N. 8th Street Manitowoc, WI 54220	Term. Date 7/31/70
A Multi-Disciplinary Approach to Identification, Diagnosis, and Remediation of Educational Disabilities	Donald Hoeft CESA #10 3730 Kohler Memorial Dr. Sheboygan, WI 53081	Term. Date 8/30/70
Tutors for Special Disabilities	John Knott CESA #7 Box 280B, Highway 10E Route 5 Stevens Point, WI 54481	Term. Date 5/31/71
Exemplary Programs of Pupil Services in Small Towns and Rural Areas	Dr. Neal Gamsky CESA #13 908 W. Main Street Waupun, WI 53963	Term. Date 9/1/70
Individualized Foreign Language Program	Fred La Leike West Bend Jt. Dist. No. 1 710 S. Main Street West Bend, WI 53095	Term. Date 6/10/71
Hear (Hearing Education and Resources)	Robert C. Gresk CESA #19 9722 Watertown Plank Road Milwaukee, WI 53226	Term. Date 11/30/70

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